

Name	Lora Dawn McKinley
School	Garfield Elementary, Boise
Course	Boise Schools Guidance Program
Lesson	Grade 3. Lesson #2. Success in School: Skills For Learning

Sample Humanities Lesson Plan
Visual and Performing Arts

STANDARD THREE: Communicate in the humanities disciplines through application and creative expression.

Target Area:

Communicate through creative expression

Content Knowledge:

Tests are tools to show teachers what is learned; to show students their own strength and identify areas for working harder.

We sometimes have uncomfortable physical and emotions reactions to testing.

We can learn a way of relaxing to help us when testing.

Explain the objective(s) of this lesson:

1. Understand the purpose of a test.
2. Identify different types of tests.
3. Identify feelings associated with testing and a way to manage feelings.

Describe the activity that will help students fulfill the lesson objective(s):

Explain and demonstrate body sculpting. Use the method of saying a word or phrase, then saying “go” and each person jumps into a pose and freezes. The activity is done with the students maintaining silence.

Use such phrases: Show how you feel when you hear “It’s time for the test.”; how your stomach feels; how your brain feels; how your heart feels. After each pose, ask the children to go to “at ease.” Thank them for getting into the experience.

Ask them what it felt like to do something new/difficult/different.

Brainstorm ways to get ready for a test, showing samples of different kinds of tests. (handout)

Practice deep slow breathing to notice its calming effect.

More body sculpting: How your brain feels with fresh oxygen; how your heart feels when you are relaxed; how you feel when you are ready and confident in learning.

Suggested Materials

Handout sample showing different kinds of tests (True/False, Multiple Choice, Fill in the blank, Short Answer, Matching, Standardized)

Student/teacher preparation required

Be prepared to explain and demonstrate the body sculpting concept.
Have students arrange the classroom to create a cleared area for activity.

Length of lesson

30 minutes.

Assessment used to measure objective(s)

Student's physical participation.

Ideas for coordinating with other subject areas

In the following curriculum lesson on identifying and respecting people's uniqueness, consider using body sculpting to help students identify with the feelings of others.

Name	Lora Dawn McKinley
School	Garfield Elementary, Boise
Course	Boise Schools Guidance Program
Lesson	Grade 3, Lesson #4 Conflict Management: Understanding Self

Sample Humanities Lesson Plan Visual and Performing Arts

STANDARD THREE: Communicate in the humanities disciplines through application and creative expression.

Target Area:

Communicate through creative expression

Content Knowledge:

People are unique and worthwhile.

Working as a group can be challenging.

We can learn to cooperate as a group through practicing.

We can identify and practice things we can do to be responsible group members.

Explain the objective(s) of this lesson:

1. View each person as a unique and special human being whose behavior can add or detract from a group.
2. Identify groups in which we are members.
3. Identify positive behaviors for being a responsible group member.

Describe the activity that will help students fulfill the lesson objective(s):

Review that each of us is unique and is a member of several groups. (Have students name groups of which they are a part.)

We are going to practice an experiment in being a cooperative group. We are a story creating group. I will give us a story start. Each person in the circle will take a turn to add ONE word to the story we are making up as we go around the circle. We are trying to make a story with a beginning, a middle and an end. (I will start us with a beginning.)

What will you need to do to help the group be successful? What will you need to be ready to do when it is your turn? How will you do that? (Stay focused, listen, be ready to change your ideas, try hard to help the group stay on task)

Prompt: A horse had the important job of carrying a bag of mail to the next town. He found that the road was completely covered by a wildly raging river flood. He thought to himself: " I"

Provide coaching necessary to help the children create a story, one word per child.

Discussion: Let's throw some stars or compliments. Tell me something you

noticed that someone did that helped the group be successful.

Let's share some wishes. What is one thing you think you could do better if you got to try it again?

If time, 2nd Prompt: "I once had a dream that"

Suggested Materials
None needed.

Student/teacher preparation required
Re-arrange classroom to make room for a sitting circle.

Length of lesson
30 minutes.

Assessment used to measure objective(s)
Student participation in story creation and participating in identifying responsible group actions they saw.

Ideas for coordinating with other subject areas

This concept—perhaps expanded to a phrase added by each child---might be used in a drug education lesson. The teacher could provide a scenario where a child was asked to use drugs. The “story” created by the classroom could be the refusal part of the example.

Name	Lora Dawn McKinley
School	Garfield Elementary, Boise
Course	Boise Schools Guidance Program
Lesson	Grade 3, Lesson #5. Conflict Management: Communication Skills

Sample Humanities Lesson Plan
Visual and Performing Arts

STANDARD THREE: Communicate in the humanities disciplines through application and creative expression.

Target Area:

Communicate through creative expression

Content Knowledge:

We all experience feelings.

We can practice useful ways of expressing the feelings we have.

Target Area:

Communicate through creative expression

Explain the objective(s) of this lesson:

1. Understand appropriate actions in response to emotions.
2. Practice effective ways to communicate feelings through the use of “I feel . . .” statements.

Describe the activity that will help students fulfill the lesson objective(s):

Display the “I feel . . .” sentence model on the wall.

Review body sculpting concept.

Bring a “feeling guesser” to the front of the room. Explain that when I show the remainder of the class a card with a feeling word on it and say “go”, students will leap and freeze into a position that represents their experience of that feeling.

(There is to be no sound - - - this is a silent interpretation. There is not a right or wrong way----just a personal cooperation effort.)

Without seeing the word on the card, the person in the front of the room guesses what feeling the students are sculpting.

Go through five feelings (angry, sad, lonely, happy, scared) , with a different “feeling guesser” in the front each time. (This should get the students ready for the next level of sculpting.)

Demonstrate Partner Sculpting: Use one child as the “clay” with me (the teacher) as the sculptor. (Play classical music as a mood setting background during sculpting process.)

The “clay” starts in neutral position. (Stand straight, feet slightly apart, arms hanging straight down.)

If my prompt is “I don’t get to go to the party”, I gently shape my “clay” into a representation of how I might feel about that prompt. Show how, without talking, I slowly and carefully move the “clay” into position, arranging arms, legs, posture, facial expression, eye focus.

Give instruction, then:

Divide students into pairs. Assign one to be the “clay” and one to be the sculptor. Switch roles for a second experience. Continue as time allows.

Instruction: When I say a work of phrase, you gently sculpt your partner into an interpretation of how YOU feel about the words spoken. Be sure it is a position that can be held for some time----not on one foot or in a painful position. All this is done with no words---total silence. Help your clay know where you want each part of the body, what expression you want on the face, even where you want their eyes to look and freeze. When you finish your sculpture, return in silence to the front of the room. Clay figures: Be that feeling! Be a professional piece of art expressing emotion!

Still in silence, I will invite the sculptors to attend an art showing at this professional gallery. In silence, we will walk through the gallery, enjoying the grown up experience of seeing works of art. Then return to the front.

At the completion of the gallery walk through, invite all the clay sculptures to be at ease. Applaud all participation.

Invite someone to complete an “I feel . . .” statement related to the feeling of the art just performed.

Example: “I feel SAD when I don’t get to go to a fun party. Please help me plan

a different fun activity.”
Or “I feel embarrassed at being looked at.”

Possible Partner Sculpting prompts (representing various feelings):
No one want to play with me.
I don’t understand how to do my math.
My friend is spreading rumors about me.
I finished ALL my homework!
One of my pets is lost.

Suggested Materials

Word cards: Sad, Angry, Lonely, Happy, Scared

Card containing model “I Feel .. .” sentence for posting on wall.

(I feel _____ when _____. Please/Thank you _____.)

Boom box, plus chosen CD classical music.

Student/teacher preparation required

Set the mood for “serious” creativity so the students don’t get silly.

Length of lesson

30 minutes

Assessment used to measure objective(s)

Student participation in body sculpting and forming “I feel . . . sentences.”

Ideas for coordinating with other subject areas

Once a classroom of children is acquainted with the body sculpture concept, it can be a useful tool for building empathy in other guidance lessons----as well as a get-up and-move quick activity to help the children relax and refocus.

